

DIDACTICS AND INITIAL TEACHER EDUCATION: CHALLENGES AND PERSPECTIVES IN THE VIEW OF STUDENTS OF THE PEDAGOGY COURSE OF A HIGHER EDUCATION INSTITUTION (HEI) IN THE MUNICIPALITY OF PARINTINS-AM

DIDÁTICA E FORMAÇÃO INICIAL DO PROFESSOR: DESAFIOS E PERSPECTIVAS NA VISÃO DOS ACADÊMICOS DO CURSO DE PEDAGOGIA DE UMA INSTITUIÇÃO DE ENSINO SUPERIOR (IES) DO MUNICÍPIO DE PARINTINS-AM

DIDÁCTICA Y FORMACIÓN INICIAL DEL PROFESORADO: RETOS Y PERSPECTIVAS DESDE LA MIRADA DE LOS ALUMNOS DEL CURSO DE PEDAGOGÍA DE UNA INSTITUCIÓN DE ENSEÑANZA SUPERIOR (IES) DEL MUNICIPIO DE PARINTINS-AM

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ABSTRACT: This article aims to systematically examine the Didactics I discipline in the initial teacher formation of the Pedagogy course of a HEI in the municipality of Parintins-AM, concerning the teacher's practice; problematizing the referred subject as oriented to the formative process of this education professional. This is a qualitative study, with a focus on academic records, arising from the self-assessment of the discipline. The theoretical framework of this research mainly covers the works of Alarcão (2016), Candau (2014), Libâneo (2013), among other scholars of remarkable academic scope on the investigated subject. The results show that Didactics provide teaching degree students with an understanding of the learning circumstances, based on the questioned social practice, supported by the knowledge of the world of basic education teachers and students.

KEYWORDS: Initial education. Didactics. Perspectives. Challenges. Parintins.

RESUMO: *O presente artigo objetiva examinar sistematicamente a disciplina Didática I na formação inicial docente do curso de Pedagogia de uma IES do município de Parintins-AM, concernente à prática do professor; problematizando a referida matéria como orientada ao processo formativo desse profissional da educação. Trata-se de um trabalho de natureza qualitativa, com foco nos registros dos acadêmicos, oriundos da autoavaliação da disciplina supracitada. O arcabouço teórico desta pesquisa abrange principalmente os trabalhos de Alarcão (2016), Candau (2014), Libâneo (2013), entre outros estudiosos de notável*

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envergadura acadêmica sobre a temática investigada. Os resultados evidenciam que a Didática oportuniza aos licenciandos o entendimento das circunstâncias de aprendizagens, partindo da prática social questionada, apoiado no conhecimento de mundo dos professores e dos estudantes da educação básica.

PALAVRAS-CHAVE: *Formação inicial. Didática. Perspectivas. Desafios. Parintins.*

RESUMEN: *Este artículo tiene como objetivo examinar sistemáticamente la asignatura Didáctica I en la formación inicial del profesorado de la carrera de Pedagogía de una IES del municipio de Parintins-AM, en torno a la práctica docente; problematizando la dicha asignatura como orientada al proceso de formación de este profesional de la educación. Se trata de un estudio cualitativo, con enfoque en expedientes académicos, que surge de la autoevaluación de la asignatura citada. El marco teórico de esta investigación cubre principalmente los trabajos de Alarcão (2016), Candau (2014), Libâneo (2013), entre otros estudiosos de notable alcance académico sobre el tema investigado. Los resultados muestran que la Didáctica brinda a los estudiantes de pregrado una comprensión de las circunstancias de aprendizaje, a partir de la práctica social cuestionada, sustentada en el conocimiento del mundo de los docentes y estudiantes de educación básica.*

PALABRAS CLAVE: *Formación inicial. Didácticas. Perspectivas. Retos. Parintins.*

Introduction

In the Brazilian educational context, initial teacher formation has been the purpose of numerous debates mediated by events in the area of education, such as congresses, seminars, symposia, forums etc., which approach this subject in detail. In view of this reality, the researchers assume that the formation needs to collaborate with the professionalization of the teacher, aiming to intensify professional regulation through action and social recognition of the category, to which are added the valuation of the teacher's identity, without disaggregating it from the person and of the educator.

Taking as a parameter a research undertaken in this discipline, we intend to examine Didactics in initial teacher formation, aiming to understand what are its benefits to teacher formation. Thus, we intend to answer the following questions: What are the contributions of Didactics to teacher formation? How do Pedagogy students understand the relevance of Didactics for their formative process as future education professionals? How to systematize and assimilate the Didactics discipline in teaching practice, considering the formation parameters that we seek to incorporate into the context of undergraduate teaching degree courses, such as the promotion of autonomous, creative, critical and reflective behavior, arising from a position of researcher in the face of practice? Finally, how to encourage the academic to understand the

relevance of teaching for their initial formation and for the improvement of pedagogical performance?

Research methodological procedures

The locus of the research comprises the Pedagogy course of an HEI in the municipality of Parintins, which has been offering it for just over ten years. In the course, Didactics is divided into Fundamentals of Didactics, Didactics I, Didactics in the Organization of Pedagogical Work. At the heart of the research is the results of a self-assessment carried out with 35 participants, all undergraduate teaching degree students in Pedagogy, in the setting of the Didactics discipline. The study implied about the learning and reflections about its formative process presented by the academics.

The data collection instrument used the theoretical approach of the discipline, understanding the link with the teacher's action, which made us base the methodological process on the 'Collective Systematization of Knowledge', where practices, according to Maniesi (2016) are built collectively, and concretized in the purpose of the teacher's action, where teachers and students, jointly, conceive ways of thinking, feeling and practice, starting from the teaching action and its problems.

By understanding the fundamentals of this action, the teacher organizes his knowledge, which represents modern beginnings to face certain circumstances of this action. From this moment on, in our procedures we seek to develop textual production in two correlated phases. Firstly, we ponder about Teacher Formation, permanently locating Didactics in the initial education path of the pedagogue, henceforth, we present the results of the research regarding the contributions of Didactics, also regarding the methodology used in the discipline, in a panorama of inclusive research where detail and criticism integrate it (MONFREDINI; MAXIMIANO; LOTFI, 2013).

Didactics and the initial education of the pedagogue

As mentioned before, this research aims to analyze Didactics in initial teacher formation based on the reflections of undergraduate teaching degree students regarding their learning in the discipline of Didactics I, which aims to broaden the understanding of academics about didactic processes and their pedagogical systematization through the Collective Systematization of Knowledge.

The Collective Systematization of Knowledge refers to a proposition of class and of pedagogical action based on an epistemological axis that understands the student as one who also knows, modifying the relations in the classroom and the didactic behavior. In other words, it considers the subjects' critical and reflective positioning, as well as their ability to produce knowledge. To put this approach into effect, the teacher, based on Libâneo (2013), proposed four didactic-pedagogical steps: 1) Classification and questioning of the participants' educational practice; 2) Clarification of the practice mediated by a theoretical contribution; 3) Understanding of the practice in the degree of totality, showing its bases; 4) Formulation of proposals for teaching practice.

In order to examine the reflections of Pedagogy students on the practice experienced in Didactics I, emphasizing their collaboration in the student's formative process, the assimilated knowledge and the magnitude attributed to that knowledge, a self-assessment was carried out with a group of 30 students of the course mentioned. The tool consists of 3 questions where in the first topic it is requested to prepare a letter to a friend as an invitation to participate in the course. Consequently, they are asked to submit a proposal for a plan to improve their knowledge and teaching action in the field of Didactics. In question 3, academics list 15 learning themes encouraged by a list to be classified from 1 to 10, where 10 refers to the topic of greatest relevance and which they assimilated the most, according to the objectives proposed in the discipline. In this topic an open question is sent where the student is asked to expose other pertinent learning to the discipline of Didactics I.

From the detailed reading of the answers to the self-assessment questions, we started to define the main categories that support the students' speeches, seeking to systematize the information and analyze it. The categories defined at the beginning were: Relevance of didactics; Understanding of didactics and their components; Theoretical and practical conjunction; Teacher/student relationship; Pedagogical approaches and the teacher's practice; Role of educator and education in the social community. After this initial systematization, we carried out another analysis and started to point out the intersections between these categories, uniting and/or adding them in subcategories. Thus, we opted for two broad categories, which are: Understanding and relevance of Didactics and its components (understanding of Didactics and their relevance in teacher education, as well as the understanding of the teaching and learning process with emphasis on its components); The role of the educator and his teaching practice (emphasis on the combination of theory and practice, teacher/student relationship, pedagogical approaches and the teaching function for the transformation of society).

These categories proved to be significant to reveal the perception that academics conceived about the theoretical and practical sphere of Didactics, leading us, according to Alarcão (2016), to the identification of the fundamental theoretical elements to the examination and reflexive action that we advocate in this study. The categories, now mentioned, cover the degrees of learning acquired by the teaching degree students in the Didactics I discipline, and refer to the purposes proposed in the aforementioned discipline.

Understanding and relevance of didactics and their components

This category externalizes the learning that academics obtained about the 'understanding' and 'relevance' of Didactic components, in view of the performance of the teacher's practice. We understand that learning achieves this level of understanding of knowledge through the participatory involvement of the academic in this pedagogical process, thus providing the elaboration and development of new knowledge. For this to happen, according to Marin (2019) and Libâneo (2013), we cannot be satisfied with just detailing or clarifying. The overcoming of these two degrees of knowledge is the search for the reason, that is, the "understanding", considered by the referred authors as the degree of greatest improvement of knowledge.

In this sense, we were able to identify that a large part of the academics began to understand the purposes, contents, methodological and evaluative procedures, planning, pedagogical approaches, among other basic contents for the execution of the teacher's educational practice, imputing a new meaning for the knowledge of Didactics in the teacher formative process (ALARCÃO, 2016). Here are some records presented by the students of the Didactics I discipline:

[...] Through teaching, Didactic I makes it more understandable how the practice takes place in the classroom environment, what pedagogical approaches exist, the different methodological procedures, models of teaching plan, such as the Political Pedagogical Project (PPP), which was what most caught my attention, especially for considering the collective participation of the community where the school is located (ACADEMIC 01, our translation). I noticed that planning provides a way to teach content, so that teachers can choose the teaching method, which activities to plan and the time spent on each one, which constitutes the curriculum schedule to provide a qualitative and meaningful learning experience, to achieve the students' learning goals (ACADEMIC 19, our translation).

Such records express the students' understanding of the elements of the teaching process involved in the teacher's educational practice. They highlighted its importance in this process and emphasized that the plan was considered a tool for organizing teaching work.

Regarding the relevance attributed to Didactics, we were able to identify that a significant portion of the academics, while understanding the field of Didactics, began to corroborate it when they discovered its relevance to the teaching formative process. The discipline detailed teaching in the thinking of the teaching degree students, while it fostered a new perspective on educational practice. The answers offered by the students to the questions defined Didactics as a fundamental discipline in the initial education of the educator and noted it as an adequate contribution to the improvement of the teacher's practice.

We identified in the writings of the academics, when showing the relevance of Didactics, mention of the effectiveness of the discipline in responding to the uncertainties and questions expressed by certain academics about didactic knowledge and its application within educational institutions. These records reflect a collective concern for the undergraduates, which is the importance of achieving by generating knowledge from practice in the classroom space with the knowledge from the theoretical scope. Thus, according to Medeiros and Aguiar (2018) and Libâneo (2013), teaching degree courses, following a curriculum based on the indivisibility between practice and theory, begin to understand the practice, identifying it. The following accounts express our observation more accurately:

The Didactics discipline allows us to dive into a world where we can question and reflect, something indispensable for our critical conscience. Of course, we have some doubts about how to apply these ideas at school, which leads us to reflect on which methodological tools we would like to use in this path (ACADEMIC 25, our translation).

Situated among the disciplines intended for the practice of teachers in undergraduate teaching degree courses, Didactics is indispensable in the understanding of knowledge related to teaching, one of the basic structures of the initial and continuing formation of the educator. Thus, the National Curriculum Guidelines, for the initial and continuing formation of teachers at a higher level, recognize the elements and peculiarities of the introduction to teaching knowledge that need to be expressed in the Pedagogical and Curricular Projects of Teacher Formation Courses and in pedagogical formation courses for teaching degree students, either first or second teaching degree. The focus of attention of these dimensions is largely directed to the pedagogical field of Didactics by advocating epistemological knowledge and systematic

research of educational contexts, skills related to teaching methodologies and considerations about educational and learning processes.

Article 7 of these Guidelines refers to the dimensions of teaching initiation, such as understanding the school and its environment, planning the teacher's practice, evaluating the pedagogical method, understanding the didactic principles, as well as the curricular matrix of the teaching institution, largely observed in the writings of the students of the analyzed subject, when they visibly elucidate the relevance of Didactics in the initial teacher education.

The teaching practice in question

We have identified in this category that academics germinate a critical perspective about the teacher's practice while understanding the teacher as a transforming agent of society. Thus, when examining the educational practice of educators in the educational institutions they observed, as a proposition of the Didactics I discipline, a contextualization of the didactic action is evidenced that supports the overcoming of the simple 'transfer of contents', that is, express concern on a formative process that makes it opportune for them to develop a 'being a teacher', different from that pattern that has been criticized during the history of education.

In the students' records, we verified the term Content, even if in little evidence, followed by the terms work, different, contextualization, better methodological procedures. Thus, we emphasize the following record:

They often talk about pedagogical deficiencies in education, however, it is very important to find out, even in the face of the mandatory problems or demands that the school's curricular matrix establishes, I can safely say that there is the possibility of harmonizing education with the transformation of men and women (ACADEMIC 17, our translation).

In the same way, this statement was underlined in certain records and expresses the aforementioned concern, that is, they aim successively for the establishment of an innovative professional profile, which takes into account the dialogical relationship, the participatory commitment and critical thinking, as they assert: “these themes make us think about education from another perspective, making it possible to know conservatism, making it clear how teachers, in other times, defended discipline and authoritarianism as the core of the pedagogical process” (ACADEMIC 7, our translation); as well as, “I really enjoyed reading about planning by project, since it, in its development, permeates a theme and seeks to bring together all the disciplines and the interest of students and their experiences as subjects situated in a given social context” (ACADEMIC 29, our translation).

Therefore, in the students' understanding, the educator's suggested method is directly related to the content they choose to use and its meaning for the group. In other words, the content and the form change among themselves, because the content gives meaning to the form, which also makes sense of the content. According to Candau (2014), when a teacher develops a work in a traditional or innovative way, he starts using this method to express content, but if he has an intrinsic criticality, it will give the teacher a new meaning in the teaching method in classroom.

Based on this category examined, we can identify certain subcategories that are linked to the didactic performance of the education professional. Among them, the records show the indivisibility between theory and practice as an indispensable condition for the teacher formative process. The term Action is also one of the most prominent words in the testimonies of academics, accompanied by the words reflection, participation, learning and interest.

We understand, from reading the letters, that the indivisibility between theory and practice fostered in the context of the Didactics discipline was perceived by students and, for them, the term Action concerns the recognition of practice as a promoter of the subject's pedagogical development, since it is through practical action that there is the possibility of stimulating reflection processes, inciting the participatory commitment and interest of students, making learning helpful.

In addition to the theory-practice conjunction, the undergraduate students also consider the teacher-student relationship as a determining aspect to be reputed, hence the emphasis on two fundamental terms to the teaching-learning process: 'Teacher and Student', linking them to relationships and their inferences in the pedagogical process. We highlight the consecutive excerpts from the letters: "The interactive relationship with the teacher throughout the classes is continuous, which allows debates about the pedagogical process as a whole" (ACADEMIC 15, our translation); and also, a passage that expresses affection in interactions with the educator: "[...] the admirable and efficient teacher who worked with us in this discipline, with immense human commitment" (ACADEMIC 27, our translation). According to Giancaterino (2018, p. 74, our translation), the "educational process is not an isolated process; it is constituted jointly by teachers and students in interaction and with a link in the affection, in the participation, in the cooperation of both, building and accommodating, thus, the learning".

We emphasize that, of the 30 (thirty) teaching degree students who made the letter pointing out the reasons they claimed to take the Didactics I course, only 7 (seven) did not mention the evaluation. We identified that most of the records consider the evaluation as a promoter of the results of the educational development of the student, expressing, with this,

concern with the evaluation practice, as, likewise, discoveries that helped them in the reexamination of the forms and assumptions that underlie the evaluation process. Let us analyze what these records express:

In addition, the assessment is something you need to reconsider, because, as you told me: 'I really do the traditional exam', in the Didactics discipline, you will realize that even this assessment is still very common, it is not the most appropriate, have you already thought of conducting a formative assessment? (ACADEMIC 26, our translation).

I found out that, on the day of the assessment, what we used to worry about in the past does not need to persist in future students. Believe it or not, this assessment is much more stressful than the day we performed the horrible test. The assessment can be completely different and even exciting. This can happen during the learning process and can be applied in different ways. For example, I never took an "exam" as a teaching course, the teacher is always very creative (ACADEMIC 03, our translation).

Academic records launch new perspectives on assessment in an effort to deconstruct their perception of traditional practice, focused only on judging 'good' or 'bad' students, as well as on learning outcomes related to those who 'show an interest in learning' and those who 'want nothing to do with life'. This is a practice that the school tends to instill among students, and the family and society strengthen it. Throughout the teacher's pedagogical practice, extended to his evaluation method, we realized that academics began to have this understanding participating in the learning process provided by the Didactics discipline, understanding that evaluation is a very important component of this process, as the following record shows: “[...] I never imagined that the evaluation was part of the educational process [...]. This is a complex act that requires our education professionals to have a more refined perspective, not just a simple correction to obtain value judgments” (ACADEMIC 16, our translation). In addition, they began to discover that knowledge about assessment not only benefits those who will be teachers, but also favors those who experienced this educational process as a student. As mentioned by the following scholar: “Even if the goal is not to be a teacher, learning it will only enrich your knowledge. After all, knowing how it was evaluated and the procedures used by the teacher, will help in academic and individual formation” (ACADEMIC 11, our translation).

Among the various understanding of assessment that exist, the understanding of the teaching degree students attracted our attention, indicating that the practice of assessment experienced in Didactics I material, corroborating Alarcão (2015), has a new meaning from their insertion in the learning process, consciously.

Thus, we argue that promoting teaching and learning conditions in this epistemological construction path provides opportunities for teachers and students to interact in order to dialogue and share knowledge of the world, which is an understanding of the whole process. According to Medeiros and Aguiar (2018), we may even be able to gradually abandon the term teaching and keep only with the concept of the term learning, because in the dialectical concept, the protagonists of all educational actions work and learn reciprocally.

Continuing with the examination of the information collected in the investigation, we present the outline of the purposes of Didactics I, showing the learning results and the level of relevance of the subject demonstrated by the academics. This question is reflected in the self-assessment, alluded to earlier, as follows: Of the knowledge learned in the Didactics subject, rate from 1 to 10 in ascending order of relevance (the most relevant is 10) and which you think you know best. Let us observe what each learning item presents in the sphere of Didactics and the score attributed by academics:

- a) Pedagogical approaches seeking to differentiate them - 107 points;
- b) The meaning of didactics - 105 points;
- c) The didactic components: establishing goals, choosing curricular subjects, proposing didactic and evaluative methodologies - 115 points;
- d) How to examine the teaching and learning practice of school institutions - 130 points;
- e) How to formulate a teaching plan - 90 points;
- f) Differentiate between the different teaching plan models - 142 points;
- g) How to structure an assessment plan - 123 points;
- h) How to critically examine an evaluation plan - 107 points;
- i) Detail the meanings of evaluation - 130 points;
- j) Contrast teaching methods - 112 points;
- k) Properly employ teaching tools - 150 points;
- l) Collaborative team work - 114 points;
- m) Reading and synthesis of textual productions in didactics - 90 points;
- n) How to examine and understand a textual didactic production - 80 points;
- o) Expose didactic proposals for teacher practice - 126 points.

According to the wording of the question, the teaching degree students marked, in increasing order, the topic that they judged to be the most relevant and that had the greatest learning. We argue, with this, that they have more security on some curricular subjects than on

others, expressing their learning in the sphere of Didactics. The results indicate that the most understood content relates to 'Employ teaching tools appropriately', that is, this topic refers to one of the purposes of the material, influencing, in the same way, its methodological proposition that, working with pedagogical tools, seeks to consider the relationship between theory and practice through a process that takes place individually and collectively, thereby enabling the development of new ways of learning, based on the interactive relationship between the participants of this process, teachers and students, experienced in the school environment. Thus, the future professional of education understands that the knowledge constructed and experienced in initial formation, in addition to providing him with considerable learning, provides new conceptions about the teacher's practice:

Always very careful, the teacher rarely gives lectures, where we only hear her explanations. We often set up groups with the intention of studying the texts together, then discussing them with other colleagues. Many other methods are also used so that we can build new knowledge on the subject (ACADEMIC 18, our translation).

The content covered during the course is permanently accompanied by books or subsections of texts, films, videos, classroom debates, group activities and even simulated juries. This is one of the interactive activities. This caught my attention. These activities make us happy and make me think about how to be with future students (ACADEMIC 13, our translation).

The academics showed that the meaning of learning is related to the real world, where a certain practice is located, since it is in this practice that new ways of thinking and action arise. Therefore, the structural composition of a pedagogical practice based on dialogue, which aims to develop an emancipatory formation process, finds effectiveness in teaching, in the relationship between teachers and students. According to Giancaterino (2018), the focus of the process is on social praxis and the main issue can be found in the epistemic dialogue between understanding and transformation.

The topic with the lowest punctuation was 'How to examine and understand a textual production of teaching'. The results presented in relation to this item denote that learning is a process that has relations with the way in which each undergraduate teaching degree student assimilates knowledge, building new ones from them. The textual supports read and debated during the course were approached in a different way, mainly in the interactive relationship between students, and between them and the teacher, trying to materialize new knowledge based on encouraging activities and practices experienced by academics, in school institutions of elementary education. This is confirmed when the academic asserts that: "to carry out the studies of the texts suggested by the teacher, we were able to learn other forms of study, such

as the Conversation Circle” (ACADEMIC 21, our translation). We believe, therefore, that examining and understanding textual productions requires a greater degree of knowledge, in view of this, it is configured as a process that remains under elaboration by the teaching degree student during his learning. This academic mentions that: “I am not afraid to say that at the beginning of the course there was confusion in my mind and, because of that, I could not relate the ideas, however, with the course of the semester, these ideas began to take on meaning and I realized how the teacher's activities need didactics” (ACADEMIC 09, our translation).

Final considerations

Based on the systematic examination of the information collected in the investigation and in the reflective analyzes produced through the development of this scientific work, we broaden our understanding of the discipline of Didactics, as one of the elements present in the school curriculum destined to the formative process of the teacher's practice. Its collaboration in the formation of the future professional of Pedagogy represents one of the foundations that constitute teaching, especially regarding the initial formation of the teacher. Didactics encompasses political, economic, historical and social dimensions, revealing its non-impartiality and the political-ideological preferences mirrored in the role of the teacher, the political agent of this process. In other words, the decisions that the teacher will take, sometimes teaching a simply technical discipline or Didactics based on criticality, presume a certain understanding of the teacher's role and his professional performance, located in a cultural, political and social circumstance.

In the possibility of launching a critical Didactics as a proposal, Didactics I was structured based on the Collective Systematization of Knowledge, a methodological procedure that considers the construction of knowledge according to a certain social context and that understands the teacher as the one who has the capacity to sustain a critical thinking about his area of professional activity, leading him, in his relationship with others and with society, to problematize and understand a certain circumstance based on his discoveries.

By participating effectively in the didactic-pedagogical process of the discipline, academics increased their autonomy in directing their learning; pointed out and described the problems of the school context, looking for answers to these impasses based on the theoretical framework that supports their understanding; increased the understanding of conjunctures of the practice of the teacher as a whole; supported by this understanding, they elaborated intervention proposals at this juncture.

When examining the student's self-assessment records, we argue that the Didactic I material benefited a methodological perception that offers students an understanding of the educational circumstances of schools, as well as their antagonisms. This conduct designed by the subject in his individuality, here, the students of the Pedagogy course, contributed to the awareness through reflexive actions carried out in practice.

In view of the results presented during this work, we assert that the Didactics I discipline contributes substantially to the formation process of the undergraduate teaching degree students, promoting reflective practices that help them in the development of an educational understanding, guided by the problematic social practice and in the life experiences of the participants of the school, teachers and students. The participatory involvement of academics in this discipline makes clear the commitment and courage the groups assume, emphasizing that in the relationship between teacher and students, dialogical interaction is feasible, mutual sharing, affection, creative spirit, among other elements that ratify the pedagogical process, mediated by a practice aimed at understanding that the conflicts conceived in the antagonisms of society can be configured as an object of systematic investigation for a redefinition of reality from the point of view of emancipation. Therefore, the procedure that specifies the practice of any educator directly influences the formative process that it provides, that is, we do not only learn contents of the curricular matrix, but there are underlying subjects and learnings, even in the ways of respecting differences.

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